



**Study of the United States Institutes (SUSI)
for Secondary School Educators and Administrators
Summer 2022**

Program Overview:

The Study of the U.S. Institutes (SUSI) for Secondary Educators are intensive post-graduate level academic programs with integrated study tours whose purpose is to provide foreign secondary school educators and administrators the opportunity to deepen their understanding of U.S. society, culture, values, and institutions. The ultimate goal of the Institutes is to strengthen curricula and to enhance the quality of teaching about the United States in secondary schools and other academic institutions abroad. Posts and prospective applicants are encouraged to visit our website page to obtain general information about the Institutes. The address is: <http://exchanges.state.gov/susi>.

The SUSIs for Secondary Educators will take place over the course of five weeks beginning in late May/early June 2022. Three Institutes for Secondary Educators will be offered, two with a focus on classroom teachers and the third with a focus on administrators including teacher trainers, curriculum developers, textbook writers, and ministry of education officials, among others. Each Institute will have 20 participants and will include a four-week academic residency component and a one-week integrated study tour.

The Study of the U.S. Institutes for Secondary Educators (SUSIs) will provide three multinational groups of 20 experienced secondary school educators (including teachers, administrators, teacher trainers, curriculum developers, textbook writers, Ministry of Education officials, and others) with a deeper understanding of U.S. society, education, and culture – past and present. The Institutes focus on providing content and materials for participants to develop high school level curricula about the United States. Two of the Institutes are tailored for secondary school teachers; please note that the Institutes for Teachers focus on content and materials about the United States rather than teaching methods and pedagogy. The third Institute is tailored for experienced administrators including teacher trainers, curriculum developers, textbook writers, Ministry of Education officials, and others.

Through a combination of traditional, multi-disciplinary, and interdisciplinary approaches, program content will examine the history and evolution of U.S. institutions and values, broadly defined. The programs will also serve to illuminate contemporary political, social, and economic debates in American society. The four-week academic residencies will take place at U.S. university and college campuses and will consist of a balanced series of lectures, panels, seminar discussions, readings, workshops, site visits, meetings with practitioners in the field, and cultural activities. One-week study tours to a different region will complement the academic residencies and showcase the cultural, geographic, and ethnic diversity of the United States. The program features curriculum based on the study of how America's foundations and historical development have shaped and continue to inform U.S. politics, economics, and society. A key cultural component of the program involves community service activities, which will provide participants with a first-hand experience of how volunteerism plays a vital role in U.S. civil society. The program will offer multiple opportunities for follow-on engagement through alumni webinars, grant-funded follow-on projects, social media, and an alumni workshop.

The University of Montana in Missoula, MT will oversee and administer the three SUSIs for Secondary Educators and will conduct one Institute for teachers which will explore American studies through the lens of democracy and citizenship. The Institute for Training and Development (ITD) in Amherst, Massachusetts will conduct the second Institute for teachers which will explore the ways in which individual rights and social obligations have evolved through American history. California State University at Chico will conduct the Institute for Administrators and will focus on sociocultural understanding, equitable learning communities, and diversity and inclusion in U.S. education and society.

Candidate Description and Qualifications:

- Study of the U.S. Institutes are highly competitive. Priority will be given to candidates who have firm plans to enhance, update or develop courses and/or educational materials with a U.S. studies focus or component, who have no or limited prior experience in the United States, and who have a special interest and experience in the field of secondary education as demonstrated through past scholarship, accomplishments, and professional duties.
- Candidates should be mid-career, typically between the ages of 30-50, highly motivated and experienced secondary school teachers and administrators. Ideal candidates are

individuals who are seeking to introduce or enhance aspects of U.S. studies into their curricula or to offer specialized seminars/workshops for education professionals in U.S. studies or related fields. While the nominee's scholarly and professional credentials are an important consideration, the potential impact and multiplier effect of the Institute is equally important.

- Candidates must demonstrate English language fluency. Institutes are rigorous and demanding programs; participants will be expected to handle substantial reading assignments in English and to fully and actively participate in all seminar and panel discussions. English fluency is vital to a successful experience in the Institute, both for participants from Algeria and participants from other countries. The level of English language fluency is a must.
- Candidates should be willing and able to fully take part in an intensive post-graduate level academic program and study tour. It is important to note that Post will nominate only participants who are likely to be comfortable with campus life and an active program schedule. While senior and entry level educators are eligible applicants, Posts will give first consideration to mid-career professionals with little or no prior experience in the United States.
- Candidates with dual citizenships (US-Algeria) are not eligible for this program
- **Important Note: The Institute curriculum will not formally address teaching methodology and pedagogical methods. If the program is conducted virtually, the same participation requirements apply.**

How to Apply:

Please email a completed SUSI for Educator and Administrator Application Form to Nadia Ouhenia at ouhenianx@state.gov The application form can be downloaded here: [Application Form](#), The application package must include your passport page, copy of your diploma and a recommendation letter from your supervisor to be sent by email to Nadia Ouhenia, ouhenianx@state.gov no later than December 31, 2021.

Program Requirements and Restrictions:

For teachers: a letter of recommendation from your Principal will allow the jury to assess the impact of this project for the home institution. The letter of recommendation must be translated into English if its original version is in Arabic or French.

All participants are expected to participate fully in the program. Applicant should be aware that he/she is applying for an intensive program, and there will be little time for personal pursuits unrelated to the program. The Institute is not a research program. Participants must attend all lectures and organized activities and complete assigned readings. Family members and/or friends may not accompany participants on any part of the program.

DEADLINE FOR SUBMISSION: December 31, 2022